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Praxeological Analysis of Grade IX Arabic Language Textbook for Madrasah Tsanawiyah

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Abstract

Arabic textbooks are essential for learning, but improper task design can create learning obstacles. This study aims to analyze the Grade IX Madrasah Tsanawiyah Arabic textbook and identify the characteristics of its task designs using a praxeological framework. This study employs a descriptive qualitative method with a library research design. The data were sourced from the *tarkib* (grammar) material in Chapter 1, comprising five specific learning tasks. The analytical scope focused on analyzing the didactic design of these tasks using praxeological framework through four components: task, technique, technology, and theory, to predict potential learning obstacles. The results indicate that the didactic design in this textbook features a structured development of the praxis dimension, but it does not align with the consistency of the logos dimension. Despite systematic instructional progress, the absence of definitive written instructions in the initial phase and the fluctuating presentation of theoretical foundations have the potential to trigger various learning obstacles. This gap causes students to lean toward mechanical pattern memorization without comprehensive logical understanding. Therefore, a stricter synchronization between task assignments and theoretical explanations is required from the very beginning of the material to ensure students' conceptual maturity in mastering Arabic grammar.

Keywords: arabic language textbook, praxeological analysis, learning obstacle

A. INTRODUCTION

Textbooks are one of the determining factors for learning success and serve as a means to create a high-quality learning process that aligns with the intended educational (Mamnunah et al., 2021). The effectiveness of using textbooks heavily relies on meeting essential quality indicators, ranging from content depth, language accuracy, and delivery methods, to the attractiveness of their illustrations (Supriadi et al., 2021). Despite being presented in various formats, the fundamental function of such literature remains the same, which is to facilitate students in mastering the subject matter being taught more easily (Rosyad, 2018).

In the context of Arabic language learning, textbooks function as a mediator between teachers and students, providing guidelines for managing teaching activities as well as the necessary materials for each lesson (Allail et al., 2025; Kuncoro et al., 2024). An ideal textbook is designed to comprehensively cover language skills, encompassing reading, writing, listening, and speaking (Syaifullah, 2019). An Arabic textbook should contain at least several essential components, including: 1) reading materials (*Nash Arabiyah/al-Muthâla'ah*) featuring daily life themes to be more communicative; 2) grammar (*Qawâ'id al-Lughah al-Arabiyyah*); 3) exercises (*At-tadribât*), both oral and written; 4) systematic stages of material presentation; 5) a glossary or brief dictionary to facilitate students; and 6) other supporting materials (Azhari, 2018).

Despite the diverse availability of textbooks, their quality does not always align with expected standards. This triggers issues in the teaching and learning process, wherein students often struggle to understand the material because the available textbooks have not been maximally developed or utilized to support their needs (Wahdah, 2018). Furthermore, students' inability to comprehend the material is also triggered by the lack of relevance in textbook content, which is frequently compiled based solely on the authors' assumptions (Khalid et al., 2023). Ideally, textbooks should be designed to effectively facilitate the learning process, serving both teachers as facilitators and students as learners. This condition indicates that educational success is heavily influenced by the quality of supporting facilities, including textbooks (Setianingsih & Robbani, 2024).

Previous praxeological evaluations of Arabic textbooks point to significant didactical inadequacies, yet they approach the issue from contrasting scopes. For instance, Allail et al. (2025) identified specific mechanical flaws in first-grade elementary textbooks where absent techniques hindered independent task completion and caused learning obstacles. In contrast, Khalid et al. (2023) offered a broader critique of tenth-grade textbooks, finding them theoretically and practically unfeasible as a whole. Although both studies successfully expose the failure of textbooks to facilitate independent language acquisition, they lack an exploration of intermediate-level materials. A critical comparison indicates that while early-stage (MI) and advanced-stage (MA) textbooks suffer from structural and praxeological deficits, there is a pressing need to investigate whether similar didactical disconnections occur at the crucial intermediate stage of Madrasah Tsanawiyah (MTs).

Analysis at the secondary education level was also conducted by Sholahudin et al. (2025) on the textbook *Semangat Mendalami Bahasa Arab* for Grade VII of Madrasah Tsanawiyah. Although the textbook is considered to have potential due to its use of inductive techniques in presenting *tarkib* (syntax) materials, this study still identified shortcomings in the form of inconsistent material sequencing and a lack of explanations for technical terms, which potentially create epistemological obstacles for students. Furthermore, praxeological analysis was also applied by Mubin et al. (2025) to the popular textbook *Al-'Arabiyyah Lil-Nashi'in*. Their findings indicate that although the textbook is systematically arranged, there are still didactical obstacles in the form of unclear (ambiguous) task instructions and a lack of relevant examples, which ultimately hinder students' optimal comprehension of the concepts.

While previous studies have examined Arabic textbooks through praxeological perspectives, most analyses focus on elementary or senior secondary levels, leaving a noticeable gap regarding Grade IX Madrasah Tsanawiyah (MTs) textbooks. Specifically, no existing literature has analyzed the Grade IX MTs Arabic textbook published by the Directorate of KSKK, Ministry of Religious Affairs, to understand the interaction between task progression, theoretical explanation, and the emergence of learning obstacles in grammar instruction.

To bridge this gap and dissect the textbook's instructional quality, the Anthropological Theory of the Didactic (ATD), specifically its praxeological component, provides a sharp analytical lens (Kuncoro et al., 2024). Etymologically, the term praxeology stems from the combination of the words *praxis* (action) and *logos* (science/knowledge). Praxeology dissects educational practices into two primary blocks: the *praxis* block (tasks and techniques) and the *logos* block (technology and theory) (Fardian et al., 2025). It is an analytical framework pioneered by Chevallard, operating on the fundamental principle that every human action is grounded in an underlying rationale that can be examined and questioned (Chevallard, 2019; HastiYunianta et al., 2023; Melani & Herman, 2023).

Therefore, this study aims to analyze the Grade IX Arabic textbook and identify the characteristics of its task designs using a praxeological framework. Consequently, the primary research questions addressed in this study are: what are the characteristics of the Arabic task designs within the textbook, and how are they structured praxeologically?

B. METHOD

This study employs a qualitative descriptive approach. Qualitative descriptive research is a type of research oriented toward presenting information in the form of descriptive data, encompassing both written and spoken words obtained from informants or the observed subjects (Moleong, 2007). This study utilizes a library research design to scientifically explore and analyze concepts and theoretical foundations. The data collection technique used in this research is document analysis, which involves two data sources: primary and secondary data. Data source selection was conducted using purposive sampling. The primary data source in this study is the Grade IX Madrasah Tsanawiyah (MTs) Arabic textbook published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia in 2020.

The determination of this primary data is specifically limited to the grammar (*tarkib*) material in Chapter 1 of the textbook. The selection of *tarkib* material as the focus of analysis is based on pedagogical and linguistic urgency. The complexity of the Arabic grammatical system, such as *i'rab* (inflection) and *dhamir* (pronouns), which differs significantly from the Indonesian language, makes it the material most prone to triggering misconceptions or learning obstacles for students (Hadhrah, 2025; Nasution, 2021; Setianingsih & Robbani, 2024).

Meanwhile, the secondary data consists of relevant journals and books. The collected data were then analyzed using a praxeological approach, which is based on the four praxeological components: task type, technique , technology , and theory, as presented in Table 1.

Table 1. Praxeology consists of two blocks: a praxis block
And a theoretical block

Elements			
Praxis Block		**Logos Block**	
Task (T)	**Technique (τ)**	**Technology (θ)**	**Theory (Θ)**
Tasks of a certain type	The manner or action of performing a task	Explain a technique and justify it	Concepts used in forming knowledge about task types

To support systematic analysis, this study employed a coding framework derived from the praxeological model proposed by Chevallard. Each unit of analysis within the tarkib material was coded according to four operational indicators: (1) the form of task presented to students (task type), (2) the procedures or strategies required to complete the task (technique), (3) the explanatory discourse or rationale underlying the technique (technology), and (4) the broader grammatical principles or conceptual foundations supporting the material (theory). These indicators were used to identify the extent to which the textbook facilitates meaningful and autonomous learning processes.

The analytical workflow was conducted through several stages. First, the researcher identified and classified all tarkib materials and exercises in Chapter 1. Second, each data unit was coded according to the four praxeological components. Third, the relationships among task, technique, technology, and theory were interpreted to identify potential didactical disconnections or praxeological gaps within the textbook. Finally, the findings were compared with previous studies and relevant theoretical frameworks to strengthen interpretation and discussion.

C. RESULTS AND DISCUSSION

This study yields an in-depth analysis of Arabic task execution practices, specifically in the grammar (*tarkib*) sections of Chapter 1, within the Grade IX Madrasah Tsanawiyah (MTs) Arabic textbook published by the Indonesian Ministry of Religious Affairs in 2020. This analysis highlights the relationship between task design, praxis implementation, and Arabic praxeological characteristics in the context of predicting didactical obstacles for students. This study addresses the primary research questions, namely what the characteristics of the task designs within the textbook are and how its praxeology can be analyzed through the Anthropological Theory of the Didactic (ATD) approach. The findings of this research are systematically organized based on the structure of material presentation in the textbook, thereby comprehensively mapping how the practical dimension (*praxis*) and the knowledge dimension (*logos*) interact to shape students' grammatical comprehension.

4.1 Praxeological Analysis of the *Tarkib* Material in Chapter 1

Table 1. Praxeology of the *Tarkib* Material in Chapter 1

Elements	Praxis Block		Logos Block	
Code	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T1	 The figure presents a visual comparison of the sentence models for *Fi'il Madhi* (the right panel) and *Fi'il Mudhari'* (the left panel). Each verb is highlighted in red to emphasize	Students conduct visual observations by matching the red-highlighted verbs with their subjects and temporal modifiers in each respective column.	The textbook presents a visual design utilizing color-coded blocks and red highlighting on verbs to guide students in understanding the patterns without having	The fundamental rules of Arabic grammar (*Nahwu* and *Sharf*) concerning the principle of subject-verb agreement (*muthabaqah*), which serve as

	the differences in inflectional patterns (affixation) resulting from subject agreement and temporal modifiers.	to memorize the formulas.	the foundation for the aforementioned example sentences.

The first task type presents Arabic grammar modeling in the form of a visual comparison between two types of verbs. In the right panel, the *Fi'il Madhi* (past tense) material is presented, containing four complete example sentences where each verb is given typographic emphasis in red to highlight the morphological changes (affixation) that correspond to the subject; these are further accompanied by past-tense temporal modifiers. By way of comparison, the left panel presents the *Fi'il Mudhari'* (present/future tense) material, utilizing parallel sentence structures from the right section that have been grammatically converted. In this section, the verbs are also highlighted in red to demonstrate the differences in their affixation patterns, which are inherently adjusted to the context of present-tense usage or routine activities.

Based on the results of the praxeological mapping of Task 1 T1 the analysis indicates that the integration between the praxis and knowledge (*logos*) dimensions through visual modeling still leaves gaps for didactical obstacles. Within the praxis dimension, the presentation of T1 functions as an implicit cognitive task, where students are independently expected to perform comparative observation techniques on verb patterns. However, the absence of clear and written instructions makes this presentation susceptible to ambiguity. In line with previous findings regarding didactical difficulties, the lack of definitive instructions in visual-based materials obscures their objective, thereby allowing space for students to merely guess what they are actually supposed to do and understand from the visuals (Allail et al., 2025) .

In the knowledge dimension (*logos*), students' observation techniques are essentially facilitated by pedagogical technology in the form of color-coded blocks and red typographic emphasis. However, because the Task (T) component is not presented in writing, the meaning of this technology risks being missed by the students. This issue is further compounded by the absence of declarative knowledge (*know-that*) that should ideally accompany the visuals (Mustofa et al., 2023; Wardhana et al., 2024). For this praxeological design to be complete and free from interpretive bias, the visual modeling in (T should be preceded by clear written instructions (e.g., a command to compare the red-colored words) and accompanied by declarative statements explaining the intent of the image, ensuring that students have definitive guidance without having to rely on guesswork (Fajriadi et al., 2025).

Furthermore, the absence of theoretical definitions or explanations regarding *fi'il madhi* and *fi'il mudhari'* in this material also has the potential to trigger epistemological obstacles. These obstacles may lead to errors in conceptual application by students due to a lack of adequate context when these grammatical terms are first introduced (Sari et al., 2024).

Table 2. Praxeology of the *Tarkib* Material in Chapter 1

Elements	Praxis Block		Logos Block	
Code	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T2	Based on the written instruction "**اقرأ ولاحظ النص**" (Read and observe the text!), students are assigned to read the conjugation table and observe the application of *fi'il madhi* within the example sentences.	Students trace the table rows horizontally to match the pronouns (*dhamir*) with the corresponding changes in verb patterns, while also identifying the main verbs that are isolated (extracted) from the sentences using arrow indicators.	The textbook facilitates students with a highly structured conjugation table (*tashrif lughawi*) accompanied by Indonesian translations, along with visual schemes (boxes and arrows) that extract the verbs from complete sentences.	*(Tashrif Lughawi)* of the *Fi'il Madhi Mujarrad*

In Task 2 (T2) the presentation of the material moves toward a more structured form of modeling. T2 presents a conjugation table (*tashrif lughawi*) that maps the inflectional changes of the base form of *Fi'il Madhi* across fourteen pronouns (*dhamir*), complete with examples of its application using the verb *hājara* (**هاجر**). At the bottom of the table, there is a definition of *Fi'il Madhi* in Indonesian, followed by two complete example sentences. In these examples, the primary verbs are extracted using a schematic consisting of boxes and arrows.

Based on the praxeological analysis, the praxis dimension in T2 demonstrates an improved didactical design compared to T1 particularly regarding the Task (T) component, which is now presented explicitly. Through the written instruction '**اقرأ ولاحظ النص**' (Read and observe the text!), students are directly assigned to read the conjugation table and observe the application of *Fi'il Madhi* within the example sentences. To execute this task, the constructed Technique involves students tracing the table rows horizontally to match the pronouns with their corresponding inflectional patterns, while simultaneously identifying the primary verbs isolated from the sentences through visual arrow indicators (Rizqi et al., 2021).

In the knowledge dimension (*logos*), the fulfillment of these techniques is facilitated by highly adequate pedagogical Technology. The textbook utilizes a neatly structured categorization table, includes Indonesian translations in the column headers, and employs visual arrow schemes to center the students' focus on the targeted verbs. A compelling finding in T2 lies within the Theory component. In contrast to T1, the theoretical foundation in T2 is explicitly introduced through an Indonesian definition beneath the table, which functions as knowledge. The presence of this text eliminates ambiguity by providing a clear justification regarding the meaning of *Fi'il Madhi*. Nevertheless, the rules of *Sharf* which govern the standard suffixation patterns (the

addition of endings) for the fourteen pronouns remain positioned implicitly as the grammatical foundation underpinning the table.

On the other hand, the placement of the *Fi'il Madhi* definition which is only explicitly revealed in T2 leaves its own evaluative note. Ideally, the conceptual explanation or definition of *Fi'il Madhi* should have been presented from the outset in T1. This delayed introduction of the concept potentially triggers a conceptual ontogenic obstacle in the previous learning stage. Such an obstacle typically occurs due to a lack of prerequisite knowledge that is fundamentally required by students to fully comprehend the material (Wahyuni & Maharani, 2023).

Table 3. Praxeology of the *Tarkib* Material in Chapter 1

Elements	Praxis Block		Logos Block	
Code	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T3	**لاحظ التركيب واملأ الفرغات!** Students complete a cloze matrix table with the appropriate forms of *fi'il madhi* both vertically and horizontally, while adjusting the verbs to correspond with various *dhamir* (ana, nahnu, anta, anti, etc.)	Applying affixation (adding suffix letters) to the base verb in accordance with the corresponding *dhamir* (subject pronoun)	*Fi'il Madhi* Conjugation Table (*Tashrif Lughawi*) (pp. 9–10)	Arabic Morphology (*Ṣharf*) : The theory of word formation through suffixation and inflection processes.

In Task 3 (T3), the material is constructed as a structured exercise in the form of a cloze matrix table designed to test the understanding of past tense verb conjugation (*Fi'il Madhi*). This presentation begins with an explicit instruction in Arabic that reads "**لاحظ التركيب واملأ الفرغات** " (Observe the structure and fill in the blanks!). Visually, this table consists of rows and columns where the top row contains ten pronouns (*dhamir*) arranged horizontally ranging from *huwa*, *hum*, and *hunna* to *nahnu*. Within the matrix cells, several forms of *fi'il madhi* from various base verbs are presented as randomly conjugated examples such as *hafidza*, *washalna*, *taraktum*, and *sami'ti* while the remaining cells are left blank for the students to complete.

Based on the praxeological analysis, the praxis dimension in T3 presents a didactical design that demands active student engagement. The Task (T) component at this stage is presented very explicitly through written instructions commanding students to complete the cloze matrix table both vertically and horizontally. The existence of these definitive instructions plays a crucial role in minimizing ambiguity, ensuring that students have clarity regarding what they must do rather than merely guessing the purpose of the presented table (Anugrah & Suherman, 2022). To complete this task, the constructed Technique requires students to perform an affixation process, specifically adding suffixes to the base verbs accurately to correspond with each *dhamir* (subject) listed in the top columns.

Turning to the knowledge dimension (logos), the students' success in executing the technique is supported by pedagogical Technology in the form of a structured conjugation

paradigm table *(tasrif lughawi).* The grid or matrix design of this table functions as a cognitive aid that guides students to observe the intersection patterns between base verbs and dhamir. Meanwhile, the underlying Theory governing this assignment is the rule of Arabic morphology (*Sharf* science), specifically regarding the theory of word formation through inflectional or suffixation processes, which in T3 is positioned purely as implicit knowledge.

When reviewed from the perspective of learning obstacles, the cognitive demand to fill the cloze matrix in T3 is actually quite high. However, this potential difficulty is successfully anticipated by the textbook design through the continuity of material from the previous task. Given that the conceptual definition of *Fi'il Madhi* and its complete modeling table were explicitly presented in Task 2 (T2), students already possess sufficient declarative knowledge (know-that) before facing T3. The presence of this prerequisite theory in T2 functions as a highly effective cognitive bridge, so that the risk of a conceptual ontogenic obstacle in T3 can be significantly minimized (Rahmi et al., 2026).

Nevertheless, teachers must remain cautious of the drill-based approach (repetitive exercise) in the form of cloze tables such as this. If not balanced with meaningful grammatical understanding, this exercise risks creating an epistemological obstacle, where students might focus solely on memorizing visual placement patterns without truly understanding the linguistic rules behind them (Cahyati et al., 2025; Sari et al., 2024; Sholahudin et al., 2025).

Table 4. Praxeology of the *Tarkib* Material in Chapter 1

Elements				
	Praxis Block		Logos Block	
Code	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T4	**لاحظ التركيب وغيّر الجمل وفقًا لضمائره** Changing the *fi'il madhi* within a complete sentence to correspond with a new *dhamir* (p. 11).	Identifying the new *dhamir*, then modifying the verb suffix based on memorization without changing the rest of the sentence structure.	The *Tasrif Lughawi* (Conjugation Paradigm) Table (pp. 9-10), which is reinforced by examples of sentence structure modeling (p. 11), where the verb must be modified.	*Nahwu* Science (Arabic Syntax): The theory of *Muthabaqah* (absolute agreement between the subject and the predicate).

In Task 4 (T4), the material presentation focuses on evaluation and deepening through a complete Arabic sentence transformation exercise that is adjusted to the *dhamir* (pronouns). At the top, there is an explicit instruction that reads: "لاحظ التركيب وغيّر الجمل وفقًا لضمائرها" (Observe the structure and change the sentences according to their pronouns!). Below this instruction, a prototype of a base sentence is provided: "دخلتُ الفصل ثم جلست على الكرسي وكتبت الدرس" (I entered the classroom, then sat on the chair and wrote the lesson). Furthermore, the book presents several

dhamir as references for the transformation, namely: أنتِ(you [female]), هي(she), أنتم(you [plural male]), نحن(we), هم(they [male]), and هنّ(they [female]). Alongside each of these *dhamir*, a blank column is provided. The students' task is to reconstruct the entire base sentence to correspond with each *dhamir*, which requires adjusting the form of the *fi'il madhi* (past tense verbs) while simultaneously maintaining subject agreement throughout the sentence structure.

Based on the praxeological analysis, the practice dimension (praxis) in T4 demonstrates a significant escalation in cognitive demands compared to the previous tasks. The Task component is presented very explicitly through written instructions commanding students to alter the sentence structure. The existence of these definitive instructions is highly crucial as it provides clear operational guidance, thereby minimizing ambiguity and preventing students from guessing the direction of the assignment (Anugrah & Suherman, 2022). To execute this task, the constructed Technique goes beyond merely conjugating a single isolated verb; rather, it requires students to simultaneously adjust the suffixation of the *Fi'il Madhi* across three consecutive verbs (enter, sit, and write) to maintain subject agreement (*muthabaqah*) within a cohesive grammatical structure.

In the knowledge dimension (*logos*), the successful execution of this technique is facilitated by pedagogical Technology in the form of a structured exercise format, where the target *dhamir* are aligned with cloze columns. This visual layout functions to systematically organize the students' flow of thought when reconstructing the sentences (Takeuchi & Shinno, 2020). Meanwhile, the Theory component underlying T4 is a combination of morphological rules (*Sharf* science) for word inflection processes and syntax (*Nahwu* science) for the agreement of sentence constituents. In the design of T4, this theoretical foundation is positioned purely as implicit knowledge. The textbook assumes that students have mastered the cognitive schemas regarding conjugation from the modeling in previous tasks and are prepared to apply them within a more dynamic sentence context.

Viewed from the perspective of learning obstacles, the transition from merely filling out conjugation tables to transforming complete sentences in T4 carries the risk of triggering a conceptual ontogenic obstacle. This obstacle is highly likely to be experienced by students who lack the prerequisite readiness or have not completely internalized the basic concept of *Fi'il Madhi* in the previous stages (Sholahudin et al., 2025; Sukarma et al., 2024). Changing three verbs simultaneously within a single sentence demands a much heavier cognitive load (Cahyati et al., 2025). Furthermore, the absence of explicit theoretical reinforcement in T4 can trigger an epistemological obstacle. Students who do not meaningfully understand the grammatical logic will tend to resort to mechanical letter matching (merely memorizing suffixes without understanding their function within the sentence), which risks generating structural errors (Rahmi et al., 2026). Therefore, the praxeological design in T4 heavily relies on the successful internalization of the material from T1 through T3 in order for students to be capable of solving more complex linguistic problems.

Table 5. Praxeology of the *Tarkib* Material in Chapter 1

Elements	Praxis Block		Logos Block	
Code	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T5	**لاحظ التركيب واختار الصحيح !** Choosing the appropriate word (*zharf zaman* [adverb of time] or *fi'il madhi* [past tense verb])	Scanning for time keywords (e.g., أمس) to select past tense	The integration of two rules: The *Zharf Zaman*	*Nahwu* and *Sharf* Sciences (Arabic Syntax and Morphology):

from the options in parentheses to complete the sentences (pp. 11-12).	verbs, as well as matching the subject to choose the correct *fi'il* form.	(Adverb of Time) Vocabulary List (page 10) & the *Tasrif Lughawi* (Conjugation Paradigm) Table (page. 9-10).	The theory of logical connection regarding adverbs of time and grammatical agreement rules.

In Task 5 (T5), the material presentation is escalated into a comprehensive evaluative exercise in the form of multiple-choice questions within sentence structures. This exercise begins with an explicit instruction: "لاحظ التركيب واختر الصحيح!" (Observe the structure and choose the correct one!). There are 10 items consisting of cloze sentences, where each presents several word choices in parentheses. Students are tasked with selecting the most appropriate word to complete the sentence according to its grammatical context. Specifically, this exercise tests the students' abilities in two main areas: first, the accurate use of *zharf zaman* (adverbs of time) such as أمس (yesterday), الآن(now), or اليوم(today); and second, the accurate selection of the *fi'il madhi* form that must agree with its subject (such as choosing between ذهب – ذهبت – ذهبت). The sentence contexts presented are highly varied and relatable to the students' daily lives, encompassing school activities, travel, religious events, and everyday routines such as studying, teaching, and praying.

Based on the praxeological analysis, the practice dimension (praxis) in **T5** demonstrates the peak of cognitive demands in this learning sequence, namely integrating syntactic and morphological understanding simultaneously. The Task component is represented through explicit instructions that assign students to observe the structure (*tarkib*) and select the appropriate word (*zharf zaman* or *fi'il madhi*) from the available options. The clarity of this instruction is highly crucial so that students realize they are applying linguistic logic, not merely guessing answers. To execute this task, the constructed Technique requires students to perform dual information processing: students must identify time keywords (for example, **أمس** or *amsi*) to establish the past tense context, then select the corresponding verb form, and match it back with the subject of the sentence to achieve complete grammatical agreement.

In the knowledge dimension (*logos*), the successful execution of this technique relies on pedagogical Technology that refers back to the mastery of material on the preceding pages. The knowledge base supporting the completion of T5 is the students' ability to integrate two of the textbook's technological tools: the *zharf zaman* (adverbs of time) vocabulary list (page 10) and the *tasrif lughawi* (conjugation paradigm) matrix (pages 9–10). Meanwhile, the Theory component comprehensively underlying T5 encompasses the disciplines of *Nahwu* science (syntax) and *Sharf* science (morphology). This theory governs the logical relationship between adverbs of time and verb forms, as well as the rules of agreement (*muthabaqah*) between the subject and the predicate in Arabic grammar. In T5, this theory is positioned as applicative implicit knowledge that demands students to apply standard rules within a broader sentence context (Sholahudin et al., 2025).

Viewed from the perspective of learning obstacles, T5 functions as a final test of the students' conceptual maturity. Because T5 demands the simultaneous integration of various components (time, subject, and verb form), students who have not completely internalized the

prerequisite concepts in T1 through T4 will be highly vulnerable to experiencing a conceptual ontogenic obstacle (Sukarma et al., 2024).

Furthermore, if in the previous stages students solely relied on a mechanical table-memorization approach without rational understanding, they are highly prone to being trapped in an epistemological obstacle. This can occur when students are confronted with more complex sentences, where the subject might not be situated immediately next to the verb, or when students fail to grasp the logical relationship between adverbs of time (such as 'tomorrow' or 'yesterday') and their *fi'il* forms (Sari et al., 2024). Therefore, the students' ability to solve T5 serves as a primary indicator of the effectiveness of the didactic design structured from the very beginning of the material.

The praxeological analysis of the *tarkib* material in Chapter 1 reveals a structured progression in the didactic design. In the *praxis* dimension, the Task and Technique components evolve from mere implicit observation (T1) to complex and explicit syntactic applications (T4 and T5). This increase in instructional clarity plays a crucial role in minimizing students' learning ambiguity. In the *logos* dimension, the utilization of visual Technology, such as conjugation tables, proves effective as a scaffolding tool. However, the presentation of the Theory foundation appears to fluctuate it is absent in T1, centrally featured in T2, and then positioned implicitly once again in exercises T3 through T5.

Viewed from the perspective of learning obstacles, the dynamics and fluctuations of this design give rise to didactic vulnerabilities. First, the delayed introduction of the theoretical foundation, which is only presented in T2, triggers conceptual ontogenic obstacles and didactic obstacles, because students are forced to process the material (in T1) without adequate prerequisite knowledge. Second, the drastic leap in cognitive demands from merely adjusting suffixes in a table (T3) to reconstructing complete sentences (T4) without accompanying theoretical explanations carries a high risk of generating an epistemological obstacle. Students are vulnerable to responding to tasks by memorizing mechanical patterns without understanding the grammatical logic, thereby triggering errors during the final evaluation (T5).

D. CONCLUSION

Based on the analysis of the 9th-grade Arabic textbook for Madrasah Tsanawiyah using a praxeological framework (Ministry of Religious Affairs of the Republic of Indonesia, 2020), this study concludes that the design of Arabic language tasks in the book demonstrates structured development in the praxis dimension but experiences inconsistencies in the logos dimension. This textbook exhibits a dichotomy in its instructional quality. On the one hand, the exercises presented develop systematically from simple observation activities to complex syntactic applications, thereby demonstrating strong progressivity in the task and technique aspects. On the other hand, the theoretical foundation, which encompasses technology and theory, does not develop in a balanced manner with the advancement of these practical aspects, particularly in the initial stages of the learning process.

The main findings of this study indicate that the absence of explicit written instructions in the initial tasks (such as T1) and the delayed presentation of fundamental grammatical concepts (e.g., the definitions of *fiʻil māḍī* and *fiʻil muḍāriʻ*, which only appear in T2) create significant didactic and ontogenic learning obstacles. When the cognitive demands of the tasks increase abruptly reaching the stage of complete sentence reconstruction without being balanced by adequate theoretical reinforcement, students become highly vulnerable to experiencing

epistemological obstacles. This gap compels students to rely on rote memorization of answer patterns rather than deeply understanding the underlying Arabic grammatical logic.

This research contributes to the study of Arabic language education through the expanded application of the Anthropological Theory of the Didactic (ATD), specifically the praxeological framework, to junior high school (*Madrasah Tsanawiyah*) learning materials. By mapping the relationship between task development and the presentation of theoretical explanations, this study offers a more specific analytical model to predict how improper timing in providing instructional scaffolding can result in certain learning obstacles in Arabic grammar acquisition.

The implications of these findings are highly significant for both pedagogical practice and textbook development. For teachers, the identified praxeological gap indicates the need for more proactive strategies through the provision of an explicit theoretical context before students engage with the visual and practical tasks found in the textbook. For curriculum developers and textbook authors, these findings emphasize the importance of aligning the praxis and logos dimensions from the very beginning of the learning chapter, ensuring that grammatical concepts are introduced simultaneously with practical modeling to prevent conceptual misconceptions.

Furthermore, it is recommended that future research expand the praxeological analysis to other linguistic components, such as reading (*qirā'ah*) or writing (*kitābah*) skills, or conduct comparative studies on Arabic textbooks from various curricula to establish more comprehensive and robust didactic design standards.

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